

Grade 9 English Unit Plan

Topic: *The Boy in the Striped Pajamas* by John Boyne

Teachers: Kelsey Elliott, Brennan Foley, Catherine Barry,
Sophia Belliveau, & Benjamin Allerston

School: Fredericton High School

Unit length: 15 classes (approx.)

Lesson	Reading Strategy	Pre-Learning	During-Learning	Post-Learning	Homework
1	Cross-curricular associations & prior knowledge	Class discussion of the Holocaust - review & brainstorm	Teacher-led lecture on the Holocaust; photos, short videos, statistics, maps, key terms	Students will discuss the phrase “out of sight, out of mind” in partners. Each pair will pass in an exit card about this saying	
2	Predicting	Class discussion of the book cover - title, pictures. What do they make you think of?	-Teacher reads pg.1-20 out loud -The class will discuss their first impressions of the book	In groups of 4, students will predict what Bruno has seen through the window.	
3	Setting, mood & tone.	The teacher will introduce the literary terms setting, mood, and theme.	-Teacher reads pg.21-38 out loud. -In groups of 4, students will discuss setting, mood, and tone, filling out a handout together.	Full-class discussion of setting, mood and tone. Each group can share something from their handout. Teacher can make a master list on the board.	
4	Visualise	Discuss character development in novels - i.e. do characters tend to be static or do they tend to develop?	Individual silent reading of pg.39-54.	Students will create a character sketch of any character. This will be assessed using a rubric .	
5	Summarise	Students will share their character sketches in groups of 4 for 12 minutes.	Teacher will read pg.55-85 and choose students to read the parts of certain characters.	Students will fill in an interactive bookmark while listening.	Read pg.86-103.
6	Pass	Entrance slip on	Students will sit with a	Class discussion of	

	comments/ summarise	pg.86-103	partner and read pg.104-125. Students may choose to read silently or take turns reading aloud to each other. Will complete Jot-Pair-Share while reading.	highlights from Jot-Pair-Share. Teacher creates a master list on the board.	
7	Summarise and predict	Quick recap of book as a class - main characters, themes, key events, etc. Teacher creates master list on the board.	Divide students into 5 groups. Each group is assigned 2 chapters up to this point in the book, with one group doing 3 chapters. Each must create a graphic organizer of their choice to represent their chapters.	Hang the graphic organizers around the classroom in order by chapter. Each group can present for 2 mins.	
8	Symbolism	Teacher introduces the literary term <i>symbolism</i> .	Silent reading pg.126-149.	Class discussion of symbolism in the book (esp. the swastika and Star of David), as well as the meaning behind "Out-With" and "the Fury."	
9	Inference & Deduction	Teacher helps students to understand what "inference" and "deduction" mean.	Teacher reads aloud pg.150-160.	"Author interviews" - one student plays the author and the other plays an interviewer. Can use questions from the back of the book .	
10	Create	Class discussion of character development.	Read pg.161-185 in groups of 4 (students may read silently, assign roles, or take turns reading out loud to one another).	Students can choose to write either a letter from Bruno to his friends back home, or write a journal entry for either Bruno or Gretel [formative assessment].	Read pg.186-199.
11	Questioning the narrator	Class discussion of narrator's voice vs. author's voice in novels.	Teacher reads aloud pg.200-216 [end of book].	Class discussion of the role of the narrator. Teacher writes key points on the board.	
12		Introduce Choice Board topics for final project. Will be assessed using a rubric .	Students choose topics and begin brainstorming ideas.	Teacher talks to each student quickly to hear their ideas.	Work on projects

13		Work class			Work on projects
14		Students present final projects to the class			
15		Students present final projects to the class			